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AUTHOR	Williams, Revonda
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ABSTRACT

This paper evaluates the progress of the Coordinated Vocational Academic Education (CVAE) Program for disadvantaged students in Georgia for the school year 1970-71. Evaluation was based on changes in grades, attendance, and attitudes of students as compared with the previous school year when the new coordinated program was not in effect. The CVAE program grew out of two previous vocational programs, one a state training plan for disadvantaged students and the other developed in Forsyth County to combat their high dropout rate, negative student attitudes, and student frustrations and lack of basic skills. These two plans were evaluated and their most advantageous aspects combined into one program, CVAE, initiated throughout the state in the 1970-71 school year. This combined program was designed to help reduce the high dropout rate in Georgia by offering the students realistic academic and vocational instruction with work experience and individual attention. Data were collected through visits with school coordinators and random sampling of students. Conclusions from the survey data indicated that the new program appeared to be accomplishing its objectives and that its real potential was encouraging. Additional program studies and expansion of programs were recommended. (MF)

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CVAE

Coordinated Vocational

Academic Education

Evaluation

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EVALUATION

COORDINATED VOCATIONAL ACADEMIC EDUCATION

1969-1970 1970-1971

by

Revonda Williams

C.V.A.E. Project
Division of Vocational
Education
College of Education
University of Georgia
Athens, Georgia

ACKNOWLEDGEMENTS

In an undertaking of this kind, the assistance and cooperation of a great many individuals and school systems are needed.

The cooperation of the fifty-two Coordinated Vocational Academic Education Coordinators is gratefully acknowledged. They are listed by name in the Appendix of this report. I am deeply indebted to each of them and I take this opportunity to express my gratitude.

Appreciation is also expressed to Mr. Ken Reynolds, State Supervisor of Georgia C.V.A.E. and to Mrs. Eileen M. Robertson for her assistance in compiling the data.

Special recognition must be given to Dr. H. R. Cheshire, Teacher Educator, Division of Vocational Education, University of Georgia. Without his continued support and assistance, this paper would not have been possible.

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CHAPTER I

INTRODUCTION

Statement of the Problem

At the request of Mr. Ken Reynolds, State Supervisor of Coordinated Vocational Academic Education(C.V.A.E.), Georgia State Department of Education, and Dr. H.R. Cheshire, Division of Vocational Education, University of Georgia, the writer was invited to evaluate selected aspects of this new program for disadvantaged students in the State of Georgia.

At the beginning of the academic school year 1970-71 specific objectives were set forth by the Division of Vocational Education, Georgia State Department of Education concerning students enrolled in C.V.A.E. programs state wide. The state supervisor and teacher-educator selected five objectives in terms of importance for future program development and expansion.

The purpose of this paper is to evaluate the progress of the Coordinated Vocational Academic Education program in the State of Georgia for the school year of 1970-71. The evaluation in terms of success or failure of this program should be based on changes in the grades, attendance, and/or attitudes of students enrolled in C.V.A.E. during the school year of 1970-71 as compared with the previous school year of 1969-70 when they were not enrolled in C.V.A.E.

Objectives

1. To compare the days absent for students enrolled in C.V.A.E. during the 1970-1971 school year with the days absent during the 1969-1970 school year.

2. To determine if the grade point average of C.V.A.E. students during 1970-1971 had increased or decreased over the previous year and to state the percent of change.

3. To determine the major reasons C.V.A.E. students withdrew from school during the 1970-1971 school year.

4. To determine whether the students will be retained in C.V.A.E. a second year or be enrolled in a regular academic or vocational program during the following school year of 1971-1972.

5. To determine if the students enrolled in C.V.A.E. had changed his or her mind about dropping out of school at the close of the 1970-1971 school year.

Limitations

1. In reporting the data some schools could provide no records for the previous school year (1969-1970). Therefore a true comparison for the two school years was severely limited.

2. Students were not scheduled for the same academic and vocational subjects throughout the state. Some students were scheduled for a heavier load of subjects than other students, therefore possibly affecting their grade point average.

3. No distinction was made as to whether a particular C.V.A.E. program was weak or strong as set forth by state guidelines for the operation of a C.V.A.E. program, therefore possibly affecting a student's grade point average.

History and Development

Forsyth Plan, 1968-1969

Under the leadership of Dr. Gene Bottoms, Associate Director of Vocational Education, Georgia State Department of Education and in cooperation with the school officials of Forsyth County a new vocational program was initiated in Forsyth County High School. This program was directed locally by Mr. Garland Shoemake and was operated in Cumming Upper

Elementary School and Forsyth County High School.

The local school officials felt a need to give special attention to potential dropouts in grades 7,8 and 9. In addition to the high dropout rate and the number of potential dropouts, serious problems were identified such as lack of positive student attitudes, their negative attitude toward authority, and the lack of basic skills and student failure frustrations.

To combat these serious deficiencies, state financial support was requested and the Forsyth Plan was adopted. An estimated 150 students, age 14 and above, identified as potential dropouts and achieving below their academic levels were selected as possible candidates for this program. Being a pilot program, the first school year student enrollment was set at 45 students. Students were blocked throughout their school day. In addition to academic courses they were scheduled for one period of personal development in a group counseling situation.

In-school and out-of-school work experiences were arranged to develop job attitudes and job skills.

Specific considerations were set forth for selection:

1. Physically handicapped students who must have special attention and/or motivation in order to succeed.

2. Emotionally handicapped students who, because of stability problems, need special attention in order to succeed.

3. Slow learners who are two or more grade levels behind.

4. Socio-economically deprived students whose family incomes are so low they must seek a job in order to meet essential needs and stay in school.

C.V.E. 1969-1970

During the summer of 1969 to meet specific criteria as set forth by Part G, Vocational Amendments of 1968, the Georgia State Department of Education initiated the C.V.E. program (Cooperative Vocational Education). Seventeen coordinators were trained to initiate this new program which was designed to place cooperative disadvantaged students in training agencies within existing vocational programs. These programs were operated and supervised by Distributive Education, Agriculture Education, Business and Office Education, Home Economics Education, and Diversified Cooperative Training. The major emphasis of the C.V.E. program was to involve disadvantaged students utilizing the cooperative method of instruction.

During this same period of time the Forsyth Plan was expanded to approximately 15 programs across the State of Georgia.

C.V.A.E. 1970-1971

Before the 1970-1971 school year began, the Georgia State Department of Education evaluated the various factors contributing to the success and failure of both the C.V.E. program and the Forsyth Plan. It was decided that the most advantageous aspects of both programs should be combined into one program designed to meet the needs of the potential dropout and the disadvantaged student in Georgia.

The strongest characteristics brought forth from the Forsyth Plan were centered around success motivation and individual student counseling. The strongest characteristic contributed by the C.V.E. program involved the cooperative method of instruction.

At the conclusion of summer school 1970, forty new C.V.A.E. programs were initiated throughout the state. This brought the number of cooperative programs for the disadvantaged to a grand total of approximately 55. Several programs had been discontinued due to a lack of local funds and resignations of the coordinators. The success of C.V.A.E. was reflected in 1971 because ninty-eight programs were operative in Georgia.

Definition of Terms

1. C.V.A.E.-- Coordinated Vocational Academic Education. A cooperative or project program designed to serve the potential dropout and disadvantaged students in the State of Georgia. The program is found in grades 7-12 and between the years of 1970 and 1971 had grown from approximatley 50 programs to 98 statewide.

2. C.V.E.--Cooperative Vocational Education. A co-op program designed to serve disadvantaged students (Part G) and operate under one of the five traditional cooperative programs serving local school systems through the Georgia State Department of Education.

3. Forsyth Plan--The name given to one of the first programs designed specifically in Georgia to serve disadvantaged students. The program appeared in Cumming, Georgia, and stressed group and individual counseling along with limited work experience.

4. Cooperative Education-- (or Cooperative Vocational Education) A cooperative work study program for persons who through a cooperative arrangement between the school and the community and employers receive instruction by the alternation of study in school and with a job. These two experiences should be well

planned and supervised so that each contributes to the student's education and employability. Work stations and time periods may or may not vary.

5. Coordination--Activities performed by coordinators regarding the training by the individual student. Coordination visits to the place of work may be concerned with many things, but the major functions concern seeing the student at work, making observations about the general situation and observing the student's training progress.

6. Disadvantaged Students--Students identified by the local school and who are: a. probably one, two, or more academic years behind their age and peer group, b. potential dropouts and, c. students with economic educational, social or, d. otherwise handicapped within the existing school environment.

CHAPTER II

PROCEDURES AND DATA COLLECTION

The data was drawn from the 52 C.V.A.E. programs operating in Georgia during the 1970-71 school year. Respondents were enrolled at all grade levels in middle schools, junior highs and senior high schools.

Procedures

Visits were made with selected school administrators and state staff personnel to collect the history of C.V.A.E.

A simple data collection sheet (see Appendix) was designed to evaluate the C.V.A.E. student as he progressed from the end of the 1969-70 school year through the school year of 1970-71. This form was presented to the C.V.A.E. coordinators at the beginning of the school year.

A random sample of statements by students enrolled in C.V.A.E. was collected and compiled for this study.

Collection of Data

Each coordinator of C.V.A.E. was requested to complete a data collection sheet on every fifth student as reported on the state monthly cooperative report for the month of May, 1971. In addition to every fifth student, data was collected on the student appearing last on the completed program roster.

The data was mailed directly to the University of Georgia five days after the closing of the public schools involved. The data was then compiled. Of the 296 evaluation sheets received, eight were disregarded for selected question items because of incomplete data; therefore, 288 sheets were used for the majority of item responses. Total population for Georgia C.V.A.E. programs in May, 1971, was approximately 2,000 students.

Cooperation of Schools

Without the cooperation of the 52 C.V.A.E. Coordinators and schools this study would not have been possible; therefore, recognition of the coordinators and schools by name are listed in the Appendix.

CHAPTER III

ANALYSIS OF DATA

Was C.V.A.E. really effective in producing a change in the students? Except for the grade report, the survey was statistically valid due to randomization of the sample. Each coordinator was requested to report every fifth student on his or her May report as well as the student who appeared last on the roster.

Randomization equated the differences due to heterogeneous schools, cities, teaching strategies, materials, and methods. Errors due to the coordinator's faulty record keeping as well as differences in teachers have also been controlled through randomization of the sample.

Generalization can be made only to C.V.A.E. programs in Georgia who select students and operate in the manner prescribed in this report and other state documents concerning operation and administrative policy.

ITEMS ONE AND TWO - QUESTIONNAIRE

Question Items:
Number of days student was absent last year.
Number of days student was absent this year.

Findings

Of the 286 C.V.A.E. student respondents reporting on this question item they improved their school attendance by 1,358 days or an average of 4.75 days. (See Table I)

TABLE I

SCHOOL ATTENDANCE

	Total Days	Average Days Per Student
School Open Each Year	51,480	180.00
1969-70 Absenteeism	5,416	18.94
1970-71 Absenteeism	4,058	14.19
Improvement	1,358	4.75*

*A 25.1% improvement over 1969-70

Georgia schools were officially open 180 days, which makes a total of 51,480 days (286 students x 180 days). The sample of 286 students indicated that they had missed 5,416 school days in 1969-70. Mathematically this would mean that the average student missed 18.94 days during the academic school year 1969-70.

During the school year (1970-71), these same 286 students missed 4,058 days, an improvement of 1,358 days. Their average for 1970-71 improved 4.75 days with each student being absent 14.19 days. This would indicate an improvement of 25.1 percent over the 1969-70 school year.

Implications

The statewide objective for 1970-71 was to decrease the absences by at least five days per student. Many C.V.A.E. programs used in this study either began the year with severe handicaps or operated without the necessary factors prescribed for success. Examples were schools with untrained coordinators, administrators who refused blocking of students, or programs without teams of academic and vocational instructors.

Since the survey instrument presented only the total number of days and did not indicate when the absence occurred, it is entirely possible that the majority of these absences occurred in the early fall before the program had an opportunity to make an impact on the student.

When all factors are considered objectively, Items One and Two would seem to report success by the program in reporting objective one of this study.

ITEM THREE - QUESTIONNAIRE

Question Item: Indicate appropriate grades for all subjects during school year 1969-70 as compared with grades for the 1970-71 school year.

Findings

Courses offered were rated on a 4 - 0 point scale:

A = 4.00
B = 3.00
C = 2.00
D = 1.00
F = 0.00

The following results (Table II) are displayed for all subjects of math, science, and English in terms of grade point average (G.P.A.).

TABLE II

GRADE POINT AVERAGE IMPROVEMENT

	1969-70	1970-71	Percent of Increase
Over-all G.P.A.	1.58	2.35	.77
English	1.34	2.11	.77
Math	1.34	2.10	.76
Science	1.27	2.03	.76

English and the over-all grade point average each increased .77 on the four-point scale. Both math and science increased by .76.

Implications

The objective regarding grades was to increase the G.P.A. by .50 on a four point scale. The data for the sample presented a .76 increase for math and science and a .77 for English and the over-all G.P.A. The data would seem to indicate that students enrolled in the C.V.A.E. program have improved their grades by approximately three-fourths of one letter grade. This seems to hold true for the three core subjects English, math, and science.

It is entirely possible that if educators were to test these same students ten or fifteen years from now they would find that students actually acquired more knowledge in 1970-71 than the students in the regular program because C.V.A.E. was interlocked and relevant. Most of the learning processes were of a practical nature and utilized in everyday living.

When all components are considered, Item three would appear to indicate success in reaching objective two.

GRADES IMPROVED IN ALL SUBJECTS

FOR 288 C.V.A.E. STUDENTS

Grade Scale

4.00 = A

3.00 = B

2.00 = C

1.00 = D

0.00 = F

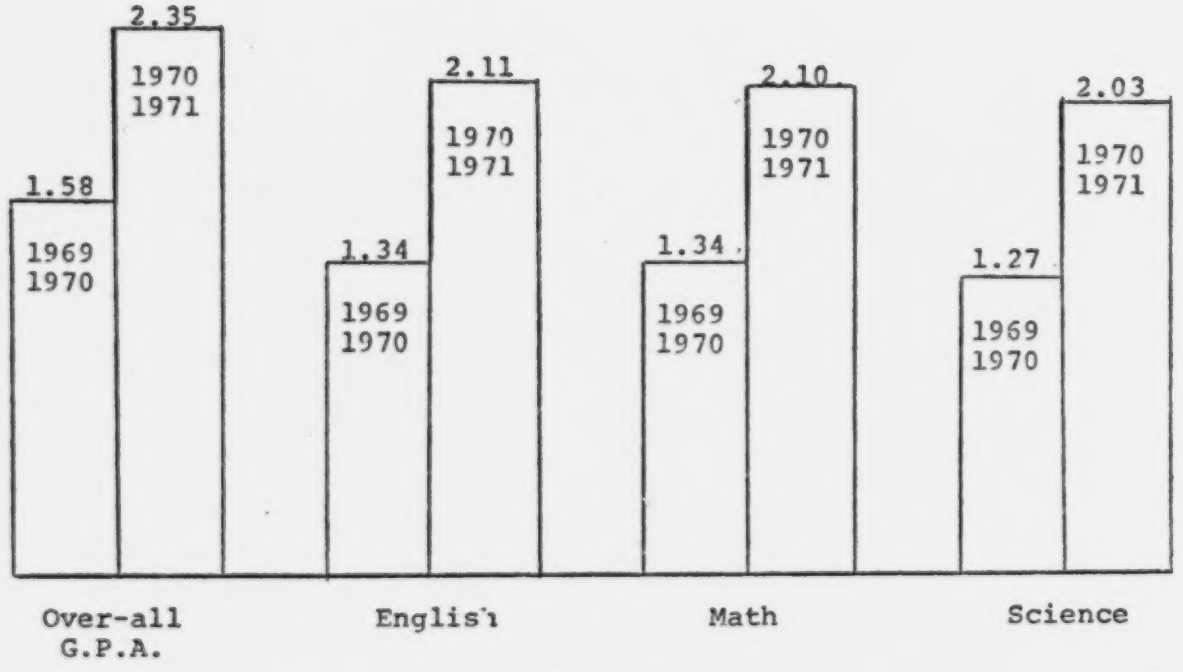

FIGURE I

ITEMS FOUR AND FIVE - QUESTIONNAIRE

Question Items: Did this student drop out (quit school) during this school year? Yes _____ No _____?

If the answer to question 4 was yes, please check the appropriate box.

a. Dropped out, but later returned to school.

b. Dropped out and went to work.

c. Transferred to another school

d. Moved to another city or state

e. Student went to work and worked at least six months

f. Student went to work, but worked less than six months

Findings

Of the 291 respondents completing this item, 14 students had quit school and 277 had remained to complete the academic year.

Of the 14 students who dropped out of school, seven returned sometime later during the school year. Adding the seven returnees and the one transfer student to the 277 who remained in the program, produced 285 students still believed to be in school at the end of 1970-71. This indicates that 97.94 percent of the sample did not drop out.

The sample contained only 6 students or 2.06 percent who dropped out not to return. All six went to work, but one lost his job within six months.

TABLE III

HOLDING POWER OF C.V.A.E.

291	TOTAL STUDENTS REPORTED.	100.00%
	14 DROP OUTS REPORTED (4.81%)	
	Less: 7 Later Returned to School (2.41%)	
	1 Transferred--Another School (.34%)	
	8 Still in School (2.75%)	
6	ACTUALLY DROPPED OUT TO WORK*	2.06%
285	STUDENTS IN SCHOOL AT END OF YEAR	97.94%

*One of these six lost his job within six months

Implications

The objective was to reduce the drop-out rate for students enrolled in the program for at least one year to a percentage no greater than that for the entire school. The questionnaire did not request the drop out rate for each school. It is doubtful that any school had a lower rate than 2.06 percent. Therefore, it is felt that the C.V.A.E. programs did meet the state objective and the program is a deterrent to the dropout problem in Georgia.

Statistical reports from many school systems in Georgia for the 1970-71 school year are either non-existant or extremely inaccurate. The C.V.A.E. program is complex with many components. No information was recorded concerning the amount of coordinator training, cooperation of administration, effectiveness of the counselor, academic and vocational team interlocking or work experience activities. However, these variables when packaged together appear to be beneficial in holding the student in school.

ITEMS SIX AND SEVEN - QUESTIONNAIRE

Question Items: Will this student be enrolled in a regular academic program next year?

Will he be retained in the C.V.A.E. program for a second year or will he move to another vocational program?

Findings

Of the 271 students on whom data was collected, 134 planned to return to C.V.A.E. for a second year. Forty-six students were to be placed in a vocational program, and 91 returned to a regular academic program.

SCHOOL PLANS OF 271 C.V.A.E. STUDENTS

FOR SCHOOL YEAR

1971-72

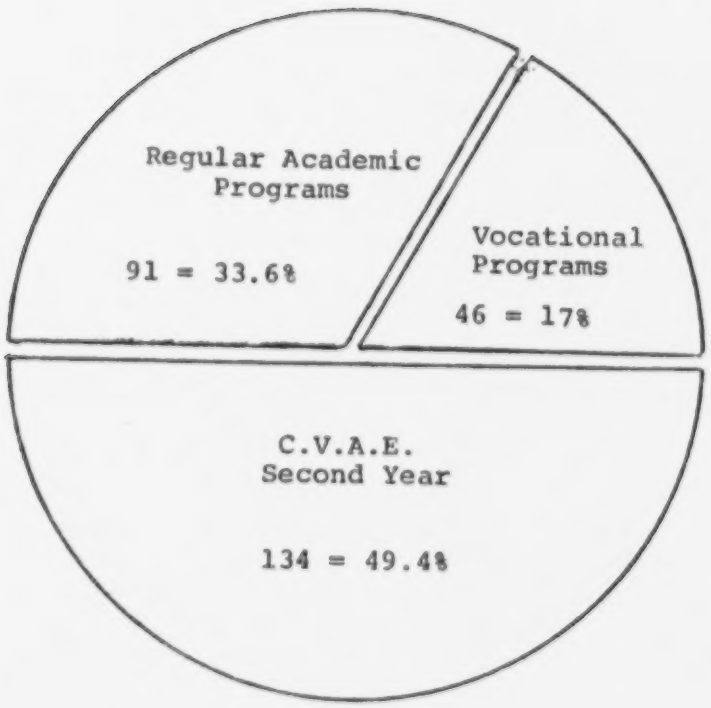

Figure II

TABLE IV

A LISTING OF VOCATIONAL AREAS AVAILABLE

TO C.V.A.E. STUDENTS IN

THE FALL OF 1971

Vocational Programs	No. of Students	Percent of Total Sample
D.C.T.	16	5.9%
D.E.	6	2.2%
Vocational Tract	5	1.8%
Vocational Technical School	4	1.5%
Auto Mechanics	3	1.1%
O.E.	3	1.1%
Work Experience	3	1.1%
Home Economics	2	.7%
Special D. & H. Project	2	.7%
V.O.T.	1	.4%
Food Service	1	.4%
TOTAL	46	16.9%

Implications

The aim of the program is to keep a student in the C.V.A.E. program until he is ready to enter an academic or vocational program. In many cases, the school system does not have a vocational program or a second year C.V.A.E. program, and the student is forced to return to the academic program.

Additional information is needed concerning this item. It would seem that very few of the existing vocational programs are being used as channels for advanced training after completing one year in the C.V.A.E. program. Additional information would be helpful describing why students were either retained in C.V.A.E. or channeled into the regular academic program. Specific criteria is needed to indicate a logical sequence of instruction as students complete the C.V.A.E. program.

ITEM 8 - QUESTIONNAIRE

Question Item: Did this student plan to complete high school at the time he or she entered C.V.A.E.?

Findings

Of the 296 respondents to this item, 168 indicated that they had planned to complete high school; 128 indicated they had planned not to complete high school.

TABLE V

A COMPARISON OF THE REPLIES TO THE QUESTION DID YOU PLAN TO FINISH HIGH SCHOOL WHEN YOU ENTERED THE C.V.A.E. PROGRAM?

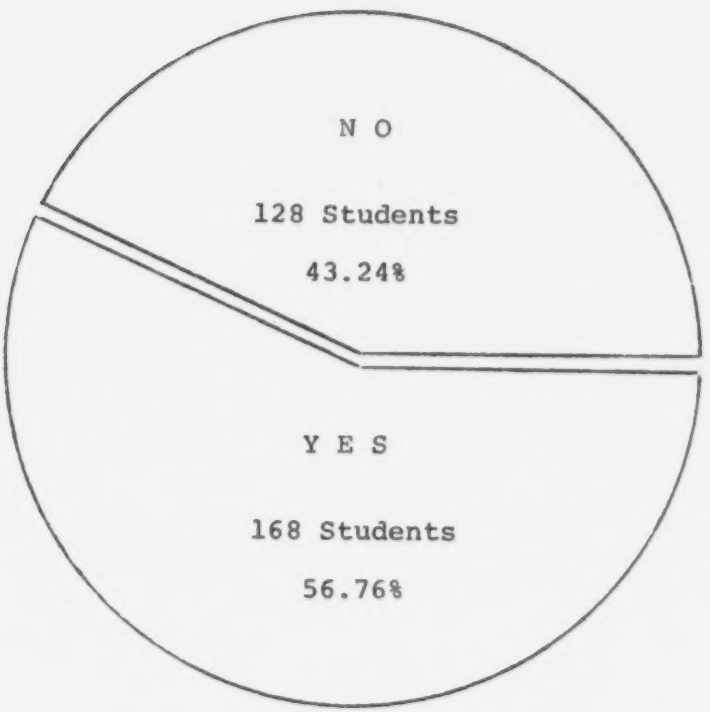

Figure III

Implications

Although 128 students indicated that they planned to drop out of high school, 4.6 percent actually dropped out. The program retained 95.4 percent of those who were desirious of leaving school when they entered the program in the fall. How many of this 95.4 percent were under 16 years of age and unable to quit school is not known.

Considering all factors, it would appear that the 95.4 percent is indicative of the success of C.V.A.E. program in deterring students from dropping out of school.

ITEMS 9, 10, 11 - QUESTIONNAIRE

The data on these three questions were incomplete and do not constitute a bonafide sample. To include these questions would result in a report that was invalid and unreliable.

The State Supervisor of Georgia C.V.A.E. and certain staff members from the Division of Vocational Education, University of Georgia reviewed the data collection sheets and suggested that comments by students would indicate attitudes and/or attitude changes in more valid terms than the limited achievement test scores reported.

STUDENT STATEMENTS

In March of 1971 at the request of the State Supervisor of Coordinated Vocational Academic Education, each teacher-coordinator assigned each student the task of writing one paragraph entitled "What C.V.A.E. Means to Me".

Presented below are paragraphs from fifteen students exactly as written:

Dear Sir.

How are are you fine i hope. Well you would like to know we like CVAE, well i like because you can learn how to trade, and help other people whow need help; And have to get a job when your are in School or out of school And how to Buy think like cars or cather. And i all so like Mr. (teacher) also.

Your Furley

What C.V.AE. has meant to me.

I like C.V.A.E. because of the nice teacher that teach the C.V.A.E. and we have been on two trip, and I like the lesson that we have in C.V.A.E. I an proud to be in the C.A.V. progran

---

(What CVAE meant to me)

CVFA meat a lot to me from the very frist day we start in this special program. I like the time we take in it and the place we go to, and it really show how much every one care for you but I don't no some day you goint to need this coopative, vocial, amend, edcation, The class I go to all are show very speail care, and they all way will, and That just how much CVAE meat to me

---

What the CVAE Meant to Me?

The CVAE Meanted A Whole Lot to Me. for My Saying the CVAE is a good program it could be more than helpful to Me because it could help lot of children it could help you learn more about your self. and most of all is could change you altitude and

And your trust in people And you could learn more about job Education so when you grow up you will Already know about sign the form, And it is a good program.

The c.v.a.e. program has made me relize the vaule of eduction. I've learned a great deal since I have been in the program. Being in the program has improve my work, and grades. I like this program because we talk about the basic requitments of life and the things we nee.

I would like to be an auto-mechanic in the near furture.

Why I Like C.V.A.E.

I like C.V.A.E. because it gives you an oportunity of going to school and work at the same time. Also it gives as a changc to go different places and learn how they do certain things that we are studing about.

Dear Sir

What I like aboutt C.V.A.E. is that I think it is a good course and I like the work we have in C.V.A.E and we go on field trips and we have alot of fun when we go on field trips and we have the best teacher in the school he in Mr Spearman. there isn't anything I dislike about C.V.A.E

yours truly

I Love CAVE pragam be cause all of my good friend are in. It. and because we have more Fun than the rest of the children but we need more pretty girls and because tom, and rufus, and richard, and hook.

I Like this program which we call C.V.A.E. because it a great Ideal for children that have miss one are more grade in school. to help keep them from guitting school

---

Why I like CVAE is because it's not queit as hard as other classes. And we all have fun together. And there are also not big classes, and thats one thing I really like about it. And also there are just a few in our claasses, which are all girls. But it wouldn't hurt, if there was a few boys.

I also like CVAE because we do not have to study as hard in these classes as we would in other classes. I am not saying that we don't have as much as others do in other classes, but we have quiet enough. And that is the reasons I like C.V.A.E.

I like every thing about C.V.A.E. especially the teacher. We get to go on alost of trips. IN C.V.A.E. we learn about the world and I think that important. And C.V.A.E. help student alot. C.V.A.E. help student to go to school and work to. We learn how to ask for a job when we finish school. The teachers are real nice to every one. C.V.A.E. help youfind you a job.

CVAE Means to me an opportunity to get out of school early to work.. It provideds an opportunity to be able to get academic training and to learn about jobs and certain types of carrers. CVAE gives information and how to work, the attituted a person should take toward working. CVAE is a good program for a person who wants to get some traing for a job he plans to go into after he get out of school.

Dear Sir,

I like CVAE because it helps prepare us for a job. It also explains why we need a good education. It also helps us to decide our career. And there is nothing I don't like about C.VAE.

sincerely,

What i like about C.V.A.E.

I like C.V.A.E. because the lesson is not hard and the teacher is not so mean and I like it because I love to go on field trip and I like C.V.A.E. becasue it is very fun.

Why i like Avae because i like to work and i don't wont to pen on my mother and fother for every thing i need in school and i like the teacher because they are verry nice to me that the resion i like C.V.A.E.

CHAPTER IV

SUMMARY

The Coordinated Vocational Academic Education (C.V.A.E.) Program in Georgia grew out of the Forsyth Plan and the Cooperative Vocational Education (C.V.E.) program. C.V.A.E. was designed to aid in the reduction of the high drop-out rate in Georgia. The program has many objectives but in the main they are centered around success motivation, individual attention to disadvantaged youth in terms of economic, social, educational and personal problems.

Many students today in Georgia are "turned off" by the academic curriculum. C.V.A.E. offers the student a team of academic and vocational instructors dedicated to a realistic educational process based on an interlocked approach to subject matter, career development, occupational work experience and individual student understanding.

This study was formulated to offer specific answers and information for the State Supervisor of C.V.A.E. and to assist in the in-service program offered by the teacher-educator assigned to the C.V.A.E. program.

Specific objectives were:

1. To compare the days absent for students enrolled in C.V.A.E. during the 1970-71 school year with the days absent during the 1969-70 school year.

2. To determine if the grade point average of C.V.A.E. students during 1970-71 had increased or decreased over the previous year and to state the percent of change.

3. To determine the major reasons C.V.A.E. students withdrew from school during the 1970-71 school year.

4. To determine whether the students will be retained in C.V.A.E. a second year or be enrolled in a regular academic or vocational program during the following school year of 1971-72.

5. To determine if the students enrolled in C.V.A.E. had changed his or her mind about dropping out of school at the close of the 1970-71 school year.

A survey instrument was designed and completed by the teacher-coordinators on approximately every fifth student enrolled in the program for the school year of 1970-71. A comparison was then drawn on the data as set forth in the objectives stated above with similar data from the previous school year.

CONCLUSIONS

1. The Georgia State Department of Education had set a statewide goal that C.V.A.E. should strive to increase student attendance by 5 days per academic year. This study would seem to indicate that this objective was almost accomplished because the sample averaged an increase of 4.75 days __ A 25.10 percent improvement in attendance over the previous school year of 1969-70.

Personal interviews with students and comments by teacher-coordinators would seem to indicate that students come to school more because someone (teachers) care about them and the educational experiences and work experiences have real meaning, not abstract theories.

2. Objective two centered around a comparison of the grade point average for the respondents. The overall grade point average was increased from 1.58 to 2.35 on a four point scale, an increase of .77 which is three quarters of a letter grade.

The C.V.A.E. students increased their English grade in 69-70 from 1.34 to 2.11 in 70-71. This produces an increase of .77, again, three quarters of a full letter grade.

In math and science the students increased their grade point average by .76 in both subject areas. These grade point averages would certainly imply that C.V.A.E. has

given these students the opportunity to improve their academic skills. Statements by students verify this fact as well as conclude that student interest in school was also a major contributing factor.

3. Of the 291 respondents completing this item on the evaluation instrument, 14 students had dropped out of school and 277 had stayed with the C.V.A.E. program and completed the school year. The sample actually contained only 6 students who quit permanently because of the 14 just referred to, seven returned to classes during 1970-71.

Although this study was unable to draw specific conclusions due to poor record keeping on the part of some schools, the data would seem to imply that C.V.A.E. with blocking, strong coordination, and interlocking is able to project realistic holding power when focused on the dismal world of the disadvantaged and disgusted student.

Coordinators and school administrators alike seem to concur with the information collected because the students selected for most C.V.A.E. programs are identified by faculty to be hard core potential dropouts. Therefore, C.V.A.E. did accomplish its goal.

Additional studies need to be promoted to test the validity of the holding power of this program when compared to other vocational programs or to the holding power of an entire school system. The real potential of this program would seem encouraging and needs expansion to prove its full worth.

In this study students withdrew from C.V.A.E. because of a transfer and to go to work fulltime. This may or may not be judged as a success of this program, but these students may have retained skills pertaining to a work environment that they would not have possessed without C.V.A.E.

4. Of the 271 students used in the study, 134 were to be scheduled for a second year in an advanced section of C.V.A.E. Forty-six were scheduled to enter existing traditional vocational programs such D.C.T., D.E., V.O.T, auto mechanics, and O.E. Ninety-one students were to be returned to an academic tract. It would seem that more students need to be exposed to all the existing vocational classrooms, laboratories, and training sites because only seventeen percent (46 students) would appear too small a number to most vocational educators. The areas of occupational exposure and career development would seem to need attention and upgrading within the program.

In addition to the above, more school systems need to design a sequential and logical pattern or model whereby a student can move both laterally and vertically through a meaningful series of educational experiences whether they be grade levels or sectioned within one grade. The need is obvious because of the lack of educatinnal planning. What will happen to a C.V.A.E. student after he has completed the program?

5. One hundred twenty-eight respondents indicated they had not planned to complete their high school education although they obviously were still in school.

Has C.V.A.E. made the difference?

Student and teacher comments would seem to indicate that C.V.A.E. has made the difference. One hundred and sixty-eight said they were going to stay and complete school anyway (without C.V.A.E.). There is of course no answer to this because we do not know all of the selection processes used by the school for C.V.A.E. nor do we really know the minds of these young potential dropouts. One thing is for sure--the individual attention and concern demonstrated by the teams of teachers and their C.V.A.E. coordinators has caused potential dropouts to stay and learn. It has caused teachers to throw away yellowed and torn lesson plans and strive for realistic and creative instructional techniques that will motivate and challenge the learner.

RECOMMENDATIONS

1. Additional studies need to be accomplished in several areas of Coordinated Vocational Academic Education. They are:
   A. A comparison of programs with blocking, interlocking, and a team of teachers with those lacking one or more of these components.
   B. An indepth study involving achievement as measured by a valid testing program.
   C. A follow-up on the same students used in this study to secure information regarding personal developments and job success.
   D. An additional study regarding the success and problems faced by C.V.A.E. students returning to a normal academic setting.

2. From the information collected and personal interviews it is strongly recommended that programs like C.V.A.E. be expanded to more schools to serve the potential dropout, the disadvantaged, and students "turned off" by traditional academic and vocational programs.

3. It is recommended that additional funding provide local programs with transportation to upgrade attendance which may in turn help lift the individuals grade point average.

4. Coordinators need additional hardware and software especially in the areas of individual instruction and audio visual aids. This would improve attendance and learning motivation.

5. School systems need a meaningful and logical model interlocking vocational and academic on a major vertical pattern from K through the post-secondary and adult levels.

6. Educational programs and processes need to be geared more for the individual student in terms of individual student concerns. Schools can no longer be rows and rows of desks lectured to by teachers cold to the need of students, tied to a textbook, and ignorant of the real world of work.

APPENDICES

1970-71 C.V.A.E. - Data Collection Sheet

GEORGIA STATE DEPARTMENT OF EDUCATION

Student's Name _____ Age _____ School _____

Grade Placement _____ School System _____

1. Number of days student was absent last year. _____

2. Number of days student was absent this year. _____

3. Please circle appropriate grades for last year and this year as follows:

	1969-1970 School Year	1970-1971 School Year
English	A B C D F	A B C D F
Math	A B C D F	A B C D F
Science	A B C D F	A B C D F
Social Studies	A B C D F	A B C D F
C.V.A.E.	A B C D F	A B C D F
Music	A B C D F	A B C D F
Geography	A B C D F	A B C D F
P.E.	A B C D F	A B C D F
Biology	A B C D F	A B C D F
Chemistry	A B C D F	A B C D F
General Science	A B C D F	A B C D F
Typing	A B C D F	A B C D F
Industrial Arts	A B C D F	A B C D F
Home Economics	A B C D F	A B C D F
Agriculture	A B C D F	A B C D F
General Business	A B C D F	A B C D F
Electives	A B C D F	A B C D F
_____	A B C D F	A B C D F
_____	A B C D F	A B C D F
_____	A B C D F	A B C D F
_____	A B C D F	A B C D F
_____	A B C D F	A B C D F
_____	A B C D F	A B C D F
_____	A B C D F	A B C D F

If school system uses number grades - please convert to letter grades.

4. Did this student drop out (quit school) during this school year?
Yes _____ No _____

5. If answer to question #4 was yes, please check the appropriate box.

a. Dropped out, but later returned to school ☐

b. Dropped out and went to work ☐

c. Transferred to another school ☐

d. Moved to another city or state ☐

e. Student went to work and worked at least six months ☐

f. Student went to work, but worked less than six months ☐

how long? ☐

check one:

6. Will this student be enrolled in a regular academic program next year? Yes ____ No ____

C.V.A.E. Program ☐ Other Vocational Program ☐

7. If student will be enrolled in another vocational program, please identify program. _____

8. Did this student plan to complete high school at the time he or she entered C.V.A.E. ? Yes _____ No _____

9. Has the student changed his or her plans for completing high school?
Yes _____ No _____

10. *Achievement Test Scores

beginning of 1970-71 school year		completion of 1970-71 school year		*If testing was not completed prior to January 1, 1971, do not list pretest scores	
Language	_____	Language	_____	Language	_____
Math	_____	Math	_____	Math	_____
Reading	_____	Reading	_____	Reading	_____

11. What significant changes, if any, have you noted in the student's behavior? (Describe briefly.)

_____

_____

_____

C.V.A.E. COORDINATORS ASSISTING WITH STUDY

Region I

Mr. Ken Allen, Sprayberry High School, Marietta, Ga.

Mrs. Ruth Gibson, NorthGwinnett High School, Suwanee, Ga.

Miss Eunice Hines, Wallaceville Jr. High, Chickamauga, Ga.

Mr. Tom Jones, North Cobb High School, Acworth, Ga.

Mr. Alvin Oakes Forsyth County High School, Cumming, Ga.

Mr. Jimmy Rushing, LaFayette Jr. High, LaFayette, Ga.

Mrs. Pat Rutland, LaFayette High School, LaFayette, Ga.

Mr. Conroy Ryan, Chattanooga Valley High School, Chattanooga, Ga.

Mr. James E. Wiley, Pickens County High School, Jasper, Ga.

Region II

Mr. Frederick Ball, Spalding Jr. High, Griffin, Ga.

Miss Ruth Morrison, O'Keefe High School, Atlanta, Ga.

Mrs. Barbara Colson, Campbell High School, Fairburn, Ga.

Mr. John Hogue, Russell High School, East Point, Ga.

Mr. Stuart Newton, Pike Co. Jr. High School, Concord, Ga.

Mr. Jeff Nye, Roswell High School, Roswell, Ga.

Mrs. Mary Nell Pratt, Douglas Co. High School, Douglasville, Ga.

Mr. Johnson Wiley, Price High School, Atlanta, Ga.

Mrs. Marie Wilson, Archer High School, Atlanta, Ga.

Mrs. Bettye Veal, Fayette County High, Fayetteville, Ga.

Region III

Mrs. Rebecca Baugh, Clarke Jr. High School, Athens, Ga.

Mr. Charles Culver, Warren Co. High School, Warrenton, Ga.

Mr. Cleveland Dargan, Hancock Central High, Sparta, Ga.

Miss Brenda Dillingham, Lyons Jr. High School, Athens, Ga.

Miss Mildred Duncan, Jefferson City High, Jefferson, Ga.

Mrs. Jo A. Hillard, Columbia Jr. High, Appling, Ga.

Mr. David Hooks, T.J. Elder High School, Sandersville, Ga.

Mrs. Carolyn Mull, Clarke Central High, Athens, Ga.

Mr. O. C. Victrum, Jefferson High School, Jefferson, Ga.

Mr. Charles Warnock, Louisville High School, Louisville,Ga.

Mr. Tom Whitfield, Harlem High School, Harlem, Ga.

Region IV

Mr. Grady Bray, Jr., Bibb Co. Voc-Tech High, Macon, Ga.

Mr. Eddie Bryant, Jr., Central High School, Macon, Ga.

Mr. Wayne Corry, Southwest High School, Macon, Ga.

Mr. Thelbert Gordon, Willingham High School, Macon, Ga.

Mr. Jack Hinson, Central High School, Macon, Ga.

Mr. John Jordon, Northeast High School, Macon, Ga.

Mr. Johnny Morton, Monroe High School, Albany, Ga.

Mr. Frank Spearman, Perry Jr. High School, Perry, Ga.

Mrs. Carolyn Stonehouse, Rumble Jr. High School, Warner Robins, Ga.

Mr. Clifford Tolbert, Richland Jr. High School, Richland, Ga.

Mr. Leon Tompkins, Tabor Jr. High School, Warner Robins, Ga.

Mrs. Lodia Webber, Northeast High School, Macon, Ga.

Region V

Mrs. Treasure Batchelor, Telfair Co. High School, McRae, Ga.

Mr. Daniel Bennett, Blackshear High School, Blackshear, Ga.

Mrs. Lawerence Bryant, Dodge Co. Jr. High School, Eastman, Ga.

Mr. Doyle Burch, Southwest Laurens Middle High School, Dublin, Ga.

Mr. Harold Dickson, Wilcox Co. High School, Rochelle, Ga.

Mrs. Barbara Elmore, Claxton High School, Claxton, Ga.

Mr. J. G. Foskey, East Laurens High School, Dublin, Ga.

Mrs. Mary E. Salter, Northwest Laurens Middle High School, Dudley, Ga.

Mrs. Corrine G. Thompson, Vidalia High School, Vidalia, Ga.